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ABSTRACT

Surveys of colleges, schools, and departments of education in most of the 73 state and private institutions that offer teacher preparation programs in California indicated that projections for the teaching profession showed little increase in diversity to ensure equity, or provided sufficient role models for students from all ethnic groups. The chapters in this report discuss programs developed in the California State University system and several other colleges to address this problem. Chapter 1, "California: A State of Vibrant Diversity. Multicultural Classrooms in a Multicultural Society," focuses on future population projections, the creation of a pipeline of possible teacher candidates, and minority group drop-out problems. The second chapter, "Teacher Preparation Programs that Work," describes college programs and alternative and pre-collegiate programs that provide support for students over a number of years. "Recruiting Excellent Teachers," the topic of chapter 3, addresses college and pre-collegiate programs. Recommendations developed for the purpose of further discussion with experienced specialists include: the establishment of teacher recruitment centers, continued support for the California State University Teacher Diversity Programs, support for alternative programs, and the development of future educator clubs. (LL)

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TEACHERS

for California's Schools in the 21st Century

Recruitment and Support Programs

Executive Summary

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Commission on Teacher Credentialing
State of California

1994

Commission on Teacher Credentialing

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April 1994

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TEACHERS

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Executive Summary

John G. McLevie
Consultant in Program Evaluation and Research

Commission on Teacher Credentialing
State of California
1812 Ninth Street
Sacramento, California 95814-7000

ACKNOWLEDGMENTS

Colleges, schools, and departments of education in most of the 73 state and private institutions that provide teacher preparation programs in California responded to surveys carried out for this study. Recruiting New Teachers Incorporated in Belmont, Massachusetts, provided information about nationwide initiatives and will be the co-sponsor, with the California Commission on Teacher Credentialing, of a symposium in Los Angeles on April 23, 1994.

The Commission and its staff are grateful for assistance in assembling information for this report. All responsibility for the report and its contents remain with the Commission on Teacher Credentialing.

Copies of this *Executive Summary* may be obtained by calling John McLevie, California Commission on Teacher Credentialing, at (916) 327-2968 or by sending a request to him at 1812 Ninth Street, Sacramento, CA, 95814-7000.

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FOREWORD

Few citizens of California would argue with the proposal that the education we provide our children today is the cornerstone of California's success tomorrow. If groups of children are short-changed by what they receive in our schools, the whole society will be blighted. The technologically complex society of the twenty-first century will require the contributions of all ethnic groups as it develops a professional and competent work force to drive a state of well over thirty-five million citizens.

The best teachers are needed as role models, instructors and facilitators of learning. Eighty-two percent of California's teachers today are white and only 18 percent represent all other cultural groups combined. In 1990, 54 percent of California's school children came from under-represented groups; they are minorities no longer. By the year 2000 it is projected[1] that 65 percent of our children will be members of ethnic groups heavily under-represented in the teaching profession. There is an urgent need to provide a more equitable educational preparation for all students so that California may augment the 7.5 percent of teachers who, in 1990, were Latino; the 5.6 percent who were Black; the 4.1 percent who were Asian; and the 0.7 percent who were Native American. All our children need to see that skill in teaching does not reside in a particular cultural or ethnic group.

Barbara Holmes, a senior policy analyst of the Education Commission of the States, found that: "Minority teachers provide role models that help build aspirations and raise self-esteem of minority students who see members of their own racial/ethnic groups contributing to a larger society."[2]

Data quoted in a recent publication by The Tomás Rivera Center indicate that Latino teachers have a number of positive effects on Latino students.

POSITIVE EFFECTS OF LATINO TEACHERS FOR LATINO K-12 STUDENTS[3]

- Fewer Latino students placed in EMR classes;
- More Latino students identified as gifted;
- Lower rates of corporal punishment, out-of-school suspensions, alternative education assignments, and expulsions of Latino students;
- Lower Latino drop-out rates;
- Lower retention rates (fewer Latino students "held back");
- Higher Latino scores on standardized mathematics tests; and
- Higher Latino scores on standardized communication tests.

Public consciousness of the need to provide greater diversity in the teaching profession is increasing. On February 9, 1994, some 500 Latino young people met at the State Capitol to express their need for education that is more relevant to Latino youth, including a need for more Latino teachers.

In Poway, California, a local Filipino community representative was quoted as saying, "We always hear that Poway Unified wants to hire only the best, but what does that say to our children that so few teachers are Filipino?" One of the Poway High School principals spoke of the need for diversity: "A diverse staff means you have a number of different role models on your campus, and a number of different perspectives."[4]

I. CALIFORNIA: A STATE OF VIBRANT DIVERSITY MULTICULTURAL CLASSROOMS IN A MULTICULTURAL SOCIETY

FUTURE PROJECTIONS

Population projections for California in the year 2025 indicate the size of the White and Latino populations will be roughly equal. Shortly after 2040, the Latino population will likely become the majority of the state's population. In the schools, however, Latino students will be more numerous than White students well before the year 2025. Considerable increases in the Asian student population are also projected.[5] The figures Table 1 show a projected shift in K through 12 students between 1990 and the year 2000, now only six years away.

TABLE 1
ETHNIC GROUP ENROLLMENT
K–12 STUDENTS IN CALIFORNIA*

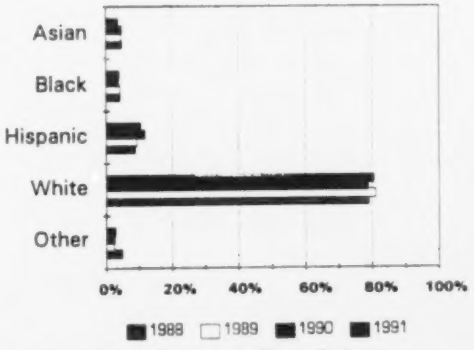
Year:	1990	2000
Ethnic Group	%	%
White	45.6	34.6
Latino	34.4	45.5
Black	8.6	7.4
Asian	7.8	8.9
Filipino	2.2	2.3
Pacific Islander	0.5	0.6
Native American	0.8	0.8

PROVIDING THE TEACHERS

Projections for California's teaching profession show little increase in diversity to ensure equity, nor to provide sufficient role models for students from all ethnic groups. Figure 1, developed from candidate enrollments in college teacher education programs, shows only small increases in under-represented groups. To address this problem, programs have been developed at the California State University System and several other colleges in California. These programs are discussed in the next section of this report. However, the impact of these programs will be gradual and, unless more high school students from under-represented groups gain access to college, there will not be substantial gains.

As shown in Figure 1, only 11 percent of the teacher candidates in 1990 were Latino and 5 percent were Black. When this statistic is compared to the1990 data for K through 12 student enrollments of 34.4 percent Latino and 8.6 percent Black, the discrepancy between the models offered by the teachers and the cultures of the students is clear. That this gap is expected to grow even further throughout the foreseeable future is a matter for concern.

FIGURE 1
ETHNIC DISTRIBUTION BY PERCENTAGE FOR TEACHER PREPARATION CANDIDATES ENROLLED IN CALIFORNIA COLLEGES AND UNIVERSITIES



Source: California Commission on Teacher Credentialing

CREATING A PIPELINE OF POSSIBLE TEACHER CANDIDATES

Teacher candidates in California must complete a program of studies in the discipline in which they will teach. Data on degree majors provide an indication of the pools from which future teachers can be drawn. Table 2 presents data for majors in the teaching areas of mathematics, biological sciences, physical sciences, English, social studies, and liberal studies.

TABLE 2
SELECTED UNDERGRADUATE MAJORS BY ETHNICITY FOR BACHELORS' DEGREE PROGRAMS AT ALL CALIFORNIA'S COLLEGES JULY 1, 1991–JUNE 30, 1992[7]
PERCENTAGES OF DEGREE-EARNING STUDENTS

BA Majors	White	Latino	Black	Asian	Native American
Mathematics	66	9	3	22	1
Life Sciences	57	8	3	32	1
Physical Sciences	73	5	2	19	0
English	80	9	3	7	1
Social Studies	70	12	5	12	1
Liberal Studies	79	12	3	5	1

The low percentages of Latino, Black, and Native American graduates in the majors restrict the numbers of under-represented students able to enter teacher preparation programs. The pool of Asian college graduates appears to be a promising resource for the teaching profession. However, without vigorous recruitment, few from the pool of graduates in science and mathematics will enter the teaching profession.

A SERIES OF HEMORRHAGES: DROP-OUT PROBLEMS

A 1991 study by the National Collegiate Athletic Association of the graduation rates of under-represented students at Division I colleges nationwide found their rate of degree completion was poor. The degree completion rates for students who gained entry to college as freshmen in1985-86 are shown in Table 3.[8]

TABLE 3
NATIONWIDE COMPLETION RATES DIVISION I COLLEGES

Students	% Who Completed
Asian	61
White	56
Latino	41
Black	33
Native American	31

Students from under-represented groups, except Asians, are less successful in their college studies than are students from the majority group. In seeking reasons for college level drop-out, The College Board examined subjects taken by college entrants while they were students in high school. The Board's study[9] determined that students who take high school geometry are twice as likely to attend college as those who do not. More than 80 percent of the Black students who took geometry attended college within four years of high school graduation; the rate was 82 percent for Hispanic students who took geometry, and 83 percent for White students who took this course. The gap between the college attendance rates of minorities and Whites virtually disappears among students who took geometry.

Further studies are needed to discover why so few under-represented students take college entry courses such as geometry. There are indications that this situation exists for two reasons. First,

under-represented students report that schools advise them to take non-college entry courses. Second, many under-represented students have not succeeded in their earlier years in the courses that lead to college entry. These two factors lead to more general questions of why the high school drop-out rates of students from under-represented groups are considerably higher than majority group students. Nearly 12 percent of the nation's Latinos, for example, do not complete the fifth grade, and almost half do not finish high school.[10]

The teaching profession cannot become substantially more diverse while these drop-out rates prevail among students from under-represented groups. Only long-term strategies can provide lasting solutions to the lack of diversity in the teaching profession. Many promising teachers could have come from the ranks of students from under-represented groups who drop out of school early or who take "soft option" courses.

II. TEACHER PREPARATION PROGRAMS THAT WORK

COLLEGE PROGRAMS

Successful programs provide support for students over a number of years. This support needs to include the factors shown in Table 4.

TABLE 4
SUCCESSFUL TEACHER PREPARATION PROGRAMS
KEY SUPPORT FACTORS

- FINANCIAL SUPPORT for the journey through California's community colleges, four-year degrees and fifth year teacher preparation program;
- PERSONAL SUPPORT AND COUNSELING for students with few models of college graduates to follow;
- ALTERNATIVE PROGRAMS TO RECRUIT mature candidates into the profession, often involving a career change; and
- FUTURE EDUCATOR CLUBS to provide early intervention programs in high schools. These clubs serve to counsel students into college entry courses, help their transition into college, and provide early tutoring and teaching experiences to help students decide if they are suited to teaching.

Several of the Teacher Diversity Programs at California State University campuses offer such services although the number of enrolled students is small when compared to the needs of the state. However, the number of students from under-represented groups who are preparing to enter teacher preparation programs has recently increased on a number of campuses. CSU campuses at Bakersfield, Hayward, and Sonoma, in particular, report increases.

CSU–Bakersfield reports that 200 students from nine local high schools have participated in the "I Teach Program" and that 85 percent of these students are from under-represented groups.

CSU–Hayward reports enrollment of 376 participants in its Urban Teacher Academy with 65 percent from under-represented groups. Students receive support through programs offered at all stages, from middle schools through

college programs. Furthermore, 45 teachers have graduated from the Urban Intern Program in collaboration with the Oakland Unified School District.

Sonoma State University reports 101 students in pre-collegiate programs with 98 from under-represented groups.

Models of Support: Humboldt, Dominguez Hills, Fresno

Three examples of programs that provide the kind of support needed if low socio-economic students are to succeed follow.

Humboldt State University has graduated nearly 150 educators in The Indian Teacher and Educational Personnel Program during the program's 24-year history.

CSU–Dominguez Hills is distinctive for the breadth and variety of its funding and for its impact in the Los Angeles area and outside the region. Each year, 50 bilingual instructional aides are accepted into the program, which receives supplementary funding from the Carnegie Foundation. Ten students attend the program at Dominguez Hills with support from the University of Southern California's Latino Teacher Program.

The Metropolitan Life Program supports high school and community college students with paid teaching experiences.The Carnegie Foundation supports the Pool of Recruitable Teachers Project (PORT), a ten-week Saturday morning Future Teachers Institute, in which high school students tutor elementary children in basic skills.

Three hundred high school students attended the annual CSU–Dominguez Hills Careers in Education Conference in 1993.

National outreach is achieved through the Consortium for Minorities in Teaching Careers which includes universities in Puerto Rico, three in New York, and one each in Tennessee, Maryland, Iowa, and Louisiana. Dominguez Hills is responsible for the dissemination of research and teaching materials throughout the Consortium.

The **CSU–Fresno** collaboration with the Fresno County Office of Education, the State Center Community College District, and community groups, provides an example of longitudinal, coordinated, collaborative efforts in the recruitment of excellent students to the teaching profession. The program is based on the concept of 2+2+2+1 programs. These numbers represent the last two years of high school, two years at community college, two years to complete a bachelors degree, and one year for the teacher preparation program. The components that work so well together in this Fresno program include the following:

The Fresno County Office of Education annual award luncheon for junior and high school members of Tomorrow's Teachers Clubs, with an attendance of more than 200 club members;

Donations from community groups and Phi Delta Kappa to support the awards;

Twenty-one Teachers of Tomorrow clubs at senior and junior high schools;

Trained high school students assisting teachers in elementary classrooms to present the county-wide "Here's Looking at You 2,000" drug and alcohol educational curriculum;

Large enrollments in Teacher Education Clubs at Kings River and Fresno City Community Colleges;

Maintenance by the State Center Community College District of computer records of members of all the groups involved and the Center's role in coordinating meetings and on-site visits of students and teachers.

CSU–Fresno collaborates with all projects to provide students a smoother transition between institutions through the links between the established clubs. All clubs are supported by university faculty, and tutoring in basic skills and financial support is available at all levels.

ALTERNATIVE AND PRE-COLLEGIATE PROGRAMS

The demand for well-prepared teachers in large urban school districts requires a variety of alternative approaches to the recruitment, support, and preparation of teachers. District internships are attracting many mature candidates who cannot be accommodated in state colleges. The life experiences represented by mature candidates in alternative programs provides a pool of talented adults who are in touch with the needs of under-represented students. Programs that recruit from paraprofessional and military sources have attracted significant numbers of candidates from under-represented groups. Sacramento's M.A.C.H (Military Alternative Teacher Certification and Hiring) Program is an example in which 17 of the 32 candidates are from under-represented groups.

Private sector sponsors and state initiatives in several states support early intervention by providing teaching experience for high school students. Such programs nationwide have been important in addressing the peer pressure which often discourages under-represented students from pursuing academic goals or teaching careers.

Elementary school children are impressed when they are tutored by older students from under-represented groups. High school students who develop a liking for teaching have a motivation to improve their own basic skills.

A California example is the Crenshaw Teacher Magnet Program in inner city Los Angeles which has functioned for almost nine years as a school-within-a-school. It now enrolls 250 students, nearly all of whom take courses on teaching methodology and teach in local area elementary schools. Collaboration with UCLA and CSU, Los Angeles ensures that graduates of this program have met college entry requirements.

III. RECRUITING EXCELLENT TEACHERS

COLLEGE PROGRAMS

Grants and loans are essential to attract and retain students from under-represented and low socioeconomic backgrounds, but they are not the only assistance required. Students from lower socioeconomic groups need prolonged periods of support.

The areas for support identified by The California State University System include the following: basic skills preparation; academic advice; career counseling; academic coaching; early exposure to teaching; and financial support.

Budget cuts have reduced course offerings on many campuses of the state universities, and a four year degree may take five or six years to complete. Such additional financial burdens add to the stress for students from under-represented groups.

Future planning is difficult at present since special programs have not been operating long enough to produce clear data.

The insensitivity of school districts is sometimes a factor in lower recruitment of under-represented groups in some areas. Reports on the Indian Teacher and Educator Preparation Program at Humboldt State University indicate that of nearly 150 graduates of the program since 1971, few have been able to obtain positions in local area schools.

Some students have difficulty in passing the basic skills test for prospective teachers (CBEST). Tutoring before taking the examination, a willingness to repeat the test, and completion of community college courses have been shown to increase the chances of passing for under-represented students.

Alternative programs address immediate classroom control and "how to" knowledge as trainees are placed in active teaching roles almost immediately after they begin the program. These skills are important and urgent, but some internship programs neglect the conceptual bases that teachers need if they are to make sound classroom decisions in later life.

Rural and desert-area towns receive little attention to their special needs. "Homegrown" teachers need to be prepared by a mixture of long-distance learning and other innovative programs.

Nationally-based alternative teacher preparation programs when introduced into a state should be crafted to meet the special standards and characteristics of that state.

PRE-COLLEGIATE PROGRAMS

Teacher preparation needs to stretch with a continuous thread from junior high through community colleges to four year colleges.

The majority of under-represented group students who pursue teacher education programs in California spend at least two years at community colleges. This is a period when many students lose touch with teacher education.

Transition years from junior high to high school, from high school to community college, from community college to four-year colleges and into teacher preparation programs pose special risks of dropping-out.

Prospective teachers are lost at junior and senior high school when under-represented students do not enter college preparatory courses in English and mathematics. In the College Board study already referred to in this report, it was found that "about 40 percent of White students took geometry, but only 19 percent of Black students and 17 percent of Hispanic students did so."[11] Schools need to address the problems of low performance by students from underrepresented groups in these key classes.

Teachers who sponsor Future Educator Cubs need special recognition through salaries or released time. The reduction in assigned time and compensation for club sponsors resulting from budget cuts in most districts has considerably reduced the numbers of these clubs in California.

The evaluation of pre-collegiate programs poses a problem nationwide. One report states:

> Although 88 percent of the entire database of programs said they underwent yearly evaluations, we could uncover barely a handful that appeared to be investing the time and resources required to produce rigorous, independent studies.[12]

IV. RECOMMENDATIONS

These recommendations were developed for the purposes of further discussion with experienced specialists, and should be considered "working" recommendations.

1 Establish Teacher Recruitment Centers. Teacher recruitment centers should be created in two or three key locations to serve California. The South Carolina model is recommended for study. The purposes of these centers would be:

> to create networks among those who are currently working with paraprofessionals, mature career change candidates, and groups of high school students;
> and
> to seek seed money for innovative programs.

State, federal and private enterprise funds should be sought.

2 Establish a Planning and Oversight Panel. One policy and management committee should be formed by the The Commission on Teacher Credentialing to develop and coordinate the policies and practices of teacher recruitment centers in the state. The policy and management committee should be comprised of seven to nine educators. The panel would recommend strategies and oversee the recruitment of diverse, excellent candidates into the teaching profession in California. This panel should include representatives from urban and rural school districts, university systems, and professional teacher organizations.

One governing board should develop and coordinate the policies and practices of both centers.

3 Establish Compatible Data Collection Procedures. A common procedure and classification system should be established for the collection of educational data throughout the K through 12, community college, and four-year college systems. This step would permit the collection of longitudinal data and could support long-term statewide planning.

4 Continue support for the California State University Teacher Diversity Programs. Funding should be continued for the Teacher Diversity Programs at the campuses of the California State University System. These programs provide excellent teacher preparation, and should be enabled to further develop the enrollment of students from under-represented groups.

5 Provide Financial Support for Paraprofessional Recruitment Programs. One of the richest sources for recruiting candidates from under-represented groups exists in today's paraprofessional work force. The paraprofessional force is more diverse than the current teaching force, but its members require financial assistance so they can earn college degrees and teaching credentials.

6 Continue Support for Alternative Programs. Alternative programs for the recruitment of mature and career change individuals into the teaching profession continue to be needed to meet the needs of the schools. The pool of mature and prepared adults available to teach includes many from under-represented groups. They are best served by programs which provide alternative ways for them to maintain financial support for their families while learning new professional skills and attitudes.

7 Support the Development of Future Educator Clubs. Support and advice should be provided for sponsors of Future Educator and Teachers of Tomorrow Clubs. These clubs can play a major role in motivating young people with academic talent from under-represented groups. However, the current isolation among these clubs, with little financial support for most of them, is reducing their effectiveness as a statewide force.

ENDNOTES

[1]Los Angeles County Office of Education, "Trends," July 1992.

[2]Barbara Holmes in "Forum" in *Education Week*, May 17, 1989.

[3]The Tomás Rivera Center in "Resolving a Crisis in Education" quoting a study by K. Meier, "Latinos and Representative Bureaucracy: Testing the Thompson and Henderson Hypotheses," 1993, insert p. 6.

[4]Comments reported in the *San Diego Union-Tribune*, February 7, 1994.

[5]Draft report of the California Postsecondary Education Commission, "The State of the State's Educational Enterprise"; December 6, 1993, p.6.

[6]Los Angeles County Office of Education, "Trends," July, 1992.

[7]California Postsecondary Education Commission's Student Profiles, 1992.

[8]*The Chronicle of Higher Education*, May 26, 1993.

[9] Sol H. Pelavin and Michael Kane, *Changing the Odds: Factors Increase Access to College*, New York: College Entrance Examination Board, 1990, p. 76.

[10]The Tomás Rivera Center, "Resolving a Crisis in Education: Latino Teachers for Tomorrow's Classroom," Claremont, 1993.

[11]Ibid.

[12]Recruiting New Teachers, Inc., *Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment*, August, 1993.